



MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
 DIVISION OF SCHOOL IMPROVEMENT – FINANCIAL MANAGEMENT
ANNUAL PROGRAM EVALUATION OF TITLE I – PART D (SUBPARTS 1 & 2)
PREVENTION AND INTERVENTION PROGRAMS FOR DELINQUENT STUDENTS

SCHOOL DISTRICT/STATE AGENCY, CO-DIST CODE:	TELEPHONE NUMBER:
DISTRICT <i>(program)</i> CONTACT:	REPORTING PERIOD: JULY 1, 2005 - JUNE 30, 2006
DELINQUENT INSTITUTION NAME:	FORM DUE DATE: OCTOBER 31

DIRECTIONS

Section 1431 of No Child Left Behind requires each State Agency or LEA that conducts a Title I, Part D program to evaluate the program to determine the program’s impact on the ability of participants:

- To maintain and improve educational achievement;
- To accrue school credits that meet State requirements for grade promotion and secondary school graduation;
- To make the transition to a regular program or other education program operated by a LEA;
- To complete secondary school (or secondary school equivalency requirements) and obtain employment after leaving the correctional facility or institution for neglected or delinquent children and youth; and
- As appropriate, to participate in postsecondary education and job training programs.

The United States Department of Education (USDE) has provided new data requirements as of school year 2004-05. This program evaluation form will reflect the results of your program using the new data requirements.

The district or state agency must collect the evaluation report from each institution and submit to DESE.

MAIL the completed form to: Financial Management, Missouri Department of Elementary and Secondary Education, PO Box 480, Jefferson City, MO 65102 or FAX to 573-526-6698.

QUESTIONS: Contact Bette Morff, Director, 573-751-8280, Bette.Morff@dese.mo.gov

Assurances

I certify that the information provided on this form is, to the best of my knowledge, complete and accurate. A knowingly false claim on this report is a criminal offense under U.S. Code, Title 18, Section 1001 or Section 287.

SIGNATURE OF AUTHORIZED REPRESENTATIVE	DATE
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SECTION 1: Facility and Student Count Information

Facilities:

- Report the number of facilities for all SAs/LEAs.
- Report the number of facilities that are multipurpose: facilities should be counted based on how the facility was classified for funding purposes. If a facility served as a multipurpose institution (e.g., a facility that served as both a corrections and a neglected facility) and received funding for both areas, you may count the facility under both categories and then note how many facilities were double-counted. If a facility was multipurpose but received funds for only one area, count it only once.

Students:

- Number of admissions: the total number of neglected, delinquent, and detained students who were admitted to the facility (e.g. a duplicated count)
- Average length of stay: the average number of days that students resided in each type of facility per visit.
- Unduplicated count of students: count students only once, even though they may have been admitted to a facility multiple times within the year.

Facility type	Number of facilities	Number of N or D Admissions (duplicated)	Average length of stay (days)	Unduplicated count of students
Neglected Programs				
Delinquent (Total)				
Juvenile Detention				
Juvenile Corrections				
Adult Corrections				
Number of facilities that served more than one purpose:				

SECTION 2: Student Demographic Information

	Number in neglected programs	Number in juvenile detention	Number in juvenile correction	Number in adult correction
All Students				
Race/ethnicity				
American Indian or Native Alaskan				
Asian or Pacific Islander				
Black, non-Hispanic				
Hispanic				
White, non-Hispanic				
Other				
Unknown/Unreported				
Gender				
Male				
Female				
Age				
5–10 years old				
11–15 years old				
16–18 years old				
19 years and older				
Other				
Students with Disabilities				
Limited English Proficient				

SECTION 3: Academic & Vocational Outcome Information

- Number of students: this should be an unduplicated count; report only the results of a student's most recent enrollment.
- Students may be counted in more than one category within the same enrollment period (e.g., returned to school and earned high school credits) if they achieved more than one outcome.
- You may report on students who achieved these outcomes while in your facility as well as within 30 days of leaving the facility, if such information is available.

Transition Status	Number of Students		
	# in Neglected Programs	# in Juvenile Corrections and/or Detention	# in Adult Corrections
Academic			
<i>While in the facility, the number of students who...</i>			
Earned high school course credits			
Were enrolled in a GED program			
<i>While in the facility or within 30 calendar days after exit, the number of students who...</i>			
Enrolled in their local district school			
Earned a GED			
Obtained high school diploma			
Were accepted into post-secondary education			
Enrolled in post-secondary education			
Vocational			
<i>While in the facility, the number of students who...</i>			
Enrolled in elective job training courses/programs			
<i>While in the facility or within 30 calendar days after exit, the number of students who...</i>			
Enrolled in external job (outside facility) training education			
Obtained employment			

SECTION 4: Academic Achievement Information: Pre/Post Tests In Reading

- Report on pre/post testing for long-term students: long-term refers to students who were incarcerated for at least 90 consecutive calendar days during the reporting period.
- This is also an unduplicated count of students. If students have taken more than one post-test, you should report only the results of the most recent test.
- Pre/post tests must be comparable

Achievement Data (Based on most recent pre/post-test data)	Number of long-term students								
	In placement for 90–179 consecutive calendar days			In placement for 180–270 consecutive calendar days			In placement for more than 270 consecutive calendar days		
	N	JC	AC	N	JC	AC	N	JC	AC
A. # students who were in placement from July 1, 2004, to June 30, 2005 (in each length-of-stay category)									
B. # students from row A who tested below grade level upon entry.									
C. # students from row A who took both the pre- and post-test reading exams									
D. # students from row A who showed <u>negative</u> grade level change from the pre- to post-test reading exams									
E. # students from row A who showed <u>no change</u> in grade level from the pre- to post-test reading exams									
F. # students from row A who showed improvement of <u>up to 1/2 grade level</u> from the pre- to post-test reading exams									
G. # students from row A who showed improvement of <u>up to one full grade level</u> from the pre- to post-test reading exams									
H. # students from row A who showed improvement of <u>more than one full grade level</u> from the pre- to post-test reading exams									

N = Neglected Programs
 JC = Juvenile Corrections & Detention
 AC = Adult Corrections

SECTION 5: Academic Achievement Information: Pre/Post Tests In Math

- Report on pre/post testing for long-term students: long-term refers to students who were incarcerated for at least 90 consecutive calendar days during the reporting period.
- This is also an unduplicated count of students. If students have taken more than one post-test, you should report only the results of the most recent test.
- Pre/post tests must be comparable.

Achievement Data (Based on most recent pre/post-test data)	Number of long-term students								
	In placement for 90–179 consecutive calendar days			In placement for 180–270 consecutive calendar days			In placement for more than 270 consecutive calendar days		
	N	JC	AC	N	JC	AC	N	JC	AC
A. # students who were in placement from July 1, 2004, to June 30, 2005 (in each length-of-stay category)									
B. # students from row A who tested below grade level upon entry.									
C. # students from row A who took both the pre- and post-test math exams									
D. # students from row A who showed <u>negative</u> grade level change from the pre- to post-test math exams									
E. # students from row A who showed <u>no change</u> in grade level from the pre- to post-test math exams									
F. # students from row A who showed improvement of <u>up to 1/2 grade level</u> from the pre- to post-test math exams									
G. # students from row A who showed improvement of <u>up to one full grade level</u> from the pre- to post-test math exams									
H. # students from row A who showed improvement of <u>more than one full grade level</u> from the pre- to post-test math exams									

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